

**SD COUNCIL ON DEVELOPMENTAL DISABILITIES
GRANT APPLICATION - - TITLE PAGE**

Applicant Organization University of South Dakota

Address 414 E Clark Street, Vermillion, SD 57069

Telephone 605-677-5370 Federal ID Number 46-6000364

Project Director John Johnson

Address/Telephone 1400 W 22nd Street, Sioux Falls, SD 57105 (605-357-1462)

Email Address: John.Johnson@usd.edu

Type of Organization State University Tax Exempt? YES

Under "Type of Organization" indicate all of the following that apply: State, county, municipality, or other public institution; nonprofit or profit private institution. If "nonprofit" and/or "tax exempt", proof of status may be requested.

Title of Project South Dakota Community Based Transition Partnership

Project Begins 07/01/2023 Project Ends 06/30/2024

Total Council Funds Requested \$52,146 Total Project Budget \$66,182

Dr. Dan Engebretson

Authorizing Official (please type name)

DocuSigned by:

Daniel Engebretson

C297C681745E4E3

Signature

VP, Office of Research and Sponsored Programs

Title and address, if different from Project Director listed above.

South Dakota Strategic Transition Planning Meeting

Submitted by:

University of South Dakota Center for Disabilities
Dr. John Johnson, Project Director
1400 W 22nd St
Sioux Falls, SD 57105
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Application submitted to:

South Dakota Council on Developmental Disabilities
2520 E Franklin Street Suite 4
Pierre, South Dakota 57501

ABSTRACT

This application describes the implementation of a 1 day statewide strategic planning meeting to improve and expand transition services for youth with disabilities in South Dakota. This meeting will be organized by a working group of key stakeholders and conducted in March or April of 2024 in Sioux Falls, South Dakota. The goal of this meeting will be to develop a working 2 to 3 year plan to expand and improve transition services based on the strengths, challenges and recommendations described in the Comprehensive Review and Assessment Report submitted by the Center for Disabilities to the SD Council on Developmental Disabilities. A copy a plain language summary of this report is included in Appendix A. Dr. John Johnson from the Center for Disabilities will be responsible for organizing and coordinating the planning meeting. An external facilitator will be recruited to assist with conducting the meeting.

PROJECT NARRATIVE

Statement of Need

The Center for Disabilities completed a Comprehensive Review and Assessment of Transition Services that was submitted to the SD Council on Developmental Disabilities. A copy of this report and a plain language summary are included in Appendix A. A few of the challenges that youth with disabilities and their families face transitioning from school to adult life who were interviewed are described below.

- Parents reported being confused about the transition process and not getting enough information.
- Students explained that they were often not involved in or asked to participate in the development of their transition plans and had limited knowledge or understanding of what services or supports were available.
- State personnel indicated that often they were not as involved in the transition planning process as they could be; that some good resources are not used; and that often transition planning is based on what works best for the teacher and not the student.
- Teachers frequently complained they did not receive adequate training and were not provided the resources they needed to access training, and that the communities in which they taught did not have adequate opportunities to support postschool outcomes desired by students.
- Transition services are often not coordinated across state partners and activities. As a result, agency representatives are frequently not aware of the activities and effort state and local agencies, schools and other partners are expending to maximize outcomes for youth with disabilities transitioning from school to adult life.
- Stakeholders serving Native American youth indicated that the effect of intergenerational trauma that presents barriers to successful transition was often not considered in transition planning; that there were extremely limited opportunities for employment, postsecondary education and independent living on reservations; and that there was a need for services that support and adopt cultural traditions.

Goals, Objectives and Action Plan

The goals of this proposal are as follows:

Goal #1: Plan, organize and conduct a facilitated 1 day statewide Strategic Transition Planning Meeting in March or April 2024.

Goal #2: Develop a strategic plan for improving and expanding transition services resulting from discussions and decisions by stakeholders participating in the Strategic Transition Planning Meeting.

Goal #3: Complete post-conference activities required to fully achieve Goals 2 and 3.

Below is a narrative description of the action plan.

Goal #1 Activities

The Center for Disabilities will be responsible for organizing and coordinating the 1 day statewide Strategic Transition Planning Meeting. This will involve developing an agenda with the assistance of state partners, assisting with the conduct of all planning meetings including developing providing staff to assist with recording meeting activities, setting up the location of the meeting; and providing the necessary technical support including technology. It will also include scheduling; meals; snacks; hotel and meeting room accommodations; etc. The project director, Dr. John Johnson will be the primary coordinator assisted by a staff member from the Center for Disabilities to be determined.

In addition to the above, the Center for Disabilities will recruit an external facilitator with a history and expertise in providing technical assistance to states to coordinate and improve transition services. Dr. Johnson will be responsible for identifying candidates with the expertise necessary to facilitate the meeting.

Goal #2 Activities

The primary outcome of this meeting will be a final report that includes a summary of the meeting and a plan of action. The summary will describe the challenges and recommendations identified in the Comprehensive Review and Assessment and others that were addressed during the 1 day meeting. It will also include a copy of the strategic plan that describes actions that participating members agreed to implement to improve transition services in South Dakota.

Dr. Johnson will be responsible for compiling and submitting a detailed report and a plain language summary to the SD Council on Developmental Disabilities prior to the end of the fiscal year.

Goal #3 Activities

Activities for Goal #3 will include a satisfaction survey of the 1 day planning meeting that will address both the activities conducted during the meeting and hotel and meeting accommodations. A follow-up survey will also be conducted to assess the satisfaction of members contributing to the plan of action regarding the extent to which the document accurately and completely represents their contributions and work. Questions will in all surveys that ask respondents to identify ways in which the 1 day meeting could be improved and ways in which the Center for Disabilities may better facilitate and support the work of participants involved in the planning meeting.

Below is the action plan that identifies the Center for Disabilities staff responsible, expected starting and ending, and products that will result.

Goal	Center for Disabilities Staff	Start	End	Products
1	John Johnson Jim Warne Melissa Stellingwerf	08/01/2023	06/30/2024	Meeting reports and summary, Monthly summary of activities completed to organize planning meeting
2	John Johnson Kendra Gottsleben Melissa Stellingwerf	04/01/2024	06/30/2024	Strategic Transition Planning Meeting Final Report and plain language summary
3	John Johnson Melissa Stellingwerf	04/01/2024	06/30/2024	Implement evaluation activities

Organization & Staff Qualifications

The Center for Disabilities at the University of South Dakota will be the lead organization. The Center for Disabilities has worked in close cooperation with the South Dakota Council on Developmental Disabilities for decades. The planning meeting will be conducted at the University of South Dakota Health Science Center located in Sioux Falls, South Dakota. The Health Science Center is the home of the only comprehensive health sciences and medical schools in South Dakota.

John R. Johnson, PhD

Dr. John Johnson will function as the project director for this project. Dr. Johnson self-identifies as a person who was born with a developmental disability. He has spent his entire career working with adolescents and adults with intellectual and developmental disabilities and young adults with psychiatric and mental health challenges. The Center for Disabilities and Dr. Johnson authored and submitted the Comprehensive Review and Assessment of Transition Services. A plain language version is included in Appendix A. Below is a breakdown of the project activities that Dr. Johnson will be directly responsible for completing.

Detailed Description of Activities to be Completed by Project Director

- Organize and conduct work group meetings
- Write and submit monthly summary of work group activities
- Prepare work and distribute materials for planning meeting
- Write and submit monthly summary of strategic planning meeting preparation activities
- Development & distribution of invitations
- Phone and email invitees to confirm meeting attendance
- Development of evaluation surveys
- Time and activities involved with setting up meeting, meals, etc.
- Attendance, facilitation, and support during strategic planning meeting
- Distribute evaluations, analyze data and write-up report of evaluation results
- Contact planning meeting participants after planning meeting as needed
- Complete additional work assigned during strategic planning to support planning meeting participants following the meeting
- Post-meeting write-up, review and approval of final strategic plan including narrative
- Complete plain language strategic planning meeting report
- Complete quarterly reports
- Complete final report for SD Council on Developmental Disabilities

Oyate` Circle Staff (Jim Warne, MS)

Jim Warne is a member of the Oglala Lakota (Sioux) Nation. He serves as the community engagement coordinator and head of the Oyate` Circle at the Center for Disabilities. He has a longstanding history of impactful work in advancing the resources, education, outreach, and training programs for Tribal communities. He works with various government agencies, organizations, and Tribal nations. Mr. Warne, or his assigned representative will serve as Center for Disabilities representative, and ensure representation from Tribal Communities are participating members of the strategic planning meeting. Jim has extensive experience working as across Native American communities and is an internationally recognized expert on the needs of Native American youth and adults with disabilities.

Kendra Gottsleben

Kendra Gottsleben is the marketing and communications coordinator for the Center for Disabilities. She is a self-advocate, an author, a community leader, and international spokesperson on living a life with a rare disease and disability. She has won numerous awards and recognition for her service to the disability community. Kendra will be responsible for assuring that all materials distributed to meet the goals of this project are available in plain language format and accessible online.

Melissa Stellingwerf

Melissa Stellingwerf is a critical support person for the Center for Disabilities. She will provide the support needed to establish a meeting location, meals, equipment, and support to assure the needs of strategic planning meeting participants are met during the planning meeting.

Evaluation & Consumer Satisfaction Information

This project will be evaluated based on two satisfaction surveys. The first survey will include an online survey of all persons involved in organizing and planning the Strategic Transition Planning Meeting to assess their satisfaction with the planning process. This survey will be distributed to persons involved in the planning work group.

A two-part survey will be provided to all persons who participate in the Strategic Transition Planning Meeting. The first will be to assess their satisfaction with the hotel and travel accommodations, the meeting location, and the supports provided during the meetings including drinks, meals, etc. The second part of the survey will include questions to assess their satisfaction with the conduct, format, and results of the planning meeting. All surveys will be provided online. Individuals with disabilities and parents may be contacted by phone to gather their perspectives. Feedback will also be requested from the external facilitator for observations and recommendations following the meeting.

Performance Outcomes

The Center for Disabilities will also follow up with family members, SD Parent Connections, and key stakeholders who participated in the planning meetings to gather information related to the following performance outcomes identified on pages 34-39 of the application notice.

- IFA 3.1 – IFA 3.2
- SC1.5
- SC 2.1.1 – SC 2.1.2

Additional information from other performance outcomes would require a period of time for implementation of actions recommended and implemented as a result of the planning meeting in years after this project will have ended.

Participant Information

This application involves a planning meeting that involves stakeholders that implement transition services, persons with intellectual and developmental disabilities will not be receiving direct services as a result of this application. Therefore, much of the information requested in this section is not applicable. However, Dr. Johnson will immediately follow-up with individuals with intellectual and developmental disabilities and family who are invited and supported to participate in Strategic Transition Planning Meeting to identify which of the questions can be answered and addressed.

Appendix A

Comprehensive Review and Assessment of South Dakota Transition Services for Youth with Disabilities

PLAIN LANGUAGE VERSION

Description	(A) Requested DD Council Funds	(B) Allowable Match from Applicant **	(C) Allowable Match from Other Agencies **	(D) Total Contract Grant Budget (A + B + C)	(E) Un-allowable Match from Applicant & Other Agencies	(F) Total Project Budget (D + E)
PERSONNEL	\$40,249	\$2,955	\$0	\$36,499	\$0	\$36,499
Salaries						
John Johnson – 20%	20,132					
Jim Warne – 10%	10,040					
Kendra Gottsleben – 5%	3,176					
Melissa Stellingwerf – 2%	815					
Jana Richardson – 2.5%		2,336				
Benefits						
John Johnson – 20%	1,592					
Jim Warne – 10%	2,967					
Kendra Gottsleben – 5%	1,178					
Melissa Stellingwerf – 2%	349					
Jana Richardson – 2.5%		619				
TRAVEL	\$2,620	\$0	\$0	\$2,620	\$0	\$2,620
Staff travel	2,620					
CONTRACTUAL	\$2,425	\$0	\$0	\$2,425	\$0	\$2,425
External Facilitator	2,425					
OPERATING	\$2,885	\$0	\$0	\$2,885	\$0	\$2,885
General supplies	215					
Refreshments	2,670					
PARTICIPANT SUPPORT	\$1,558	\$0	\$0	\$1,558	\$0	\$1,558
Stipends	500					
Travel	1,058					
INDIRECTS	\$2,409	\$11,081	\$0	\$13,490	\$0	\$13,490
Indirects - 5%						
Unrecovered Indirects – 21%	2,409	11,081				
GRAND TOTAL	\$52,146	\$14,036	\$0	\$66,182	\$0	\$66,182

Grant Budget Narrative

Salaries - \$34,163

Staff	Grant Salary	% Effort
John Johnson	\$20,132	20%
Jim Warne	\$10,040	10%
Kendra Gottsleben	\$3,176	5%
Melissa Stellingwerf	\$815	2%

John R. Johnson, Ph.D.: Dr. Johnson will be assigned .20 FTE for 12 months for each year of the project. He will be responsible for directing, managing and evaluating all aspects of the project. He will be the primary contact with the SD Council on Developmental Disabilities. Dr. Johnson will be responsible for organizing, coordinating the planning and conduct of the strategic planning meeting, post-meeting activities, and conducting all evaluation activities. A detailed description of his responsibilities is identified above under **Organization & Staff Qualifications**.

Jim Warne, M.S., .10 FTE. Jim is a Native American tribal member, advocate, and educator of the Oglala Lakota of the Oglala Lakota Nation from Pine Ridge and will serve in the role of administrative oversight and outreach to Indian Country for this project. He will assure full representation during the planning meeting of representatives and the development of recommendations and activities that will be included in the strategic plan addressing the needs of Native American youth transitioning from school to adult life.

Kendra Gottsleben, B.A., .05 FTE. Ms. Gottsleben is a marketing and communications specialist will be responsible for dissemination and marketing of project activities. This will include announcements regarding meetings, trainings, and updates about project activities.

Melissa Stellingwerf, .02 FTE. Ms. Stellingwerf will provide the support needed to establish a meeting location, meals, equipment, and support to assure the needs of strategic planning meeting participants are met during the planning meeting.

Benefits - \$6,086

Employer paid variable benefits rate is 13.096% of salary plus a fixed health benefit rate of \$11,872 based on their percent effort.

Staff	Benefits
John Johnson	\$1592
Jim Warne	\$2967
Kendra Gottsleben	\$1178
Melissa Stellingwerf	\$349

Travel - \$2,620

Dr. Johnson works remotely from San Diego. He will need to fly to Sioux Falls once for this project and his travel costs are included in the travel budget. He will require the assistance of a personal caregiver for travel to assist him with travel and disability related needs. Dr. Johnson is requesting the standard per diem to cover meals for his personal caregiver. Below is a breakdown of the travel expenses for Dr. Johnson and a personal caregiver.

Airfare:.....\$2,000
 Hotel:\$300
 Per Diem (state rate x 2; 4 days)\$320
Total.....\$2,620

Contractual - \$2,425

Contractual includes honorarium and travel for the external facilitator in the amounts indicated below.

Airfare:..... \$1,000
 Hotel \$150
 Honorarium \$1,275
Total..... \$2,425

Refreshments - \$2,670

Below are amounts requested to cover the cost of support for meals and other items involved with the planning meeting:

	Count	Unit Cost	Total
1 breakfast/2 lunch (both hot)	30	\$67.00	\$2,010.00
Coffee all day			\$150.00
Snacks	30	\$7.00	\$210.00
Soda	100	\$3.00	\$300.00
Total			\$2,670.00

Supplies - \$215

Costs are estimated to cover general office supplies to support the operations of the project.

Individual, Family Member, and Tribal Member Participant Support - \$1,558

Participant Stipends and Per Diem: Funds are requested to pay 5 individuals with IDD and/or family members and members of the tribal community to participate in advisory and planning activities. Below is a breakdown of support requested for individual participants.

Mileage (\$.51/mile x 750 miles)..... 383
 Lodging (5 x \$75/day) \$375
 Per Diem (5 x \$60)..... \$300
 Stipend (\$100/per person)..... \$500
Total \$1,558

Total Direct Costs: \$49,737**Indirect Costs: \$2,409** (5% of Total Direct Costs less Participant Support Costs)**Total Budget Request: \$52,146****Plan for Future Funding**

Future funding will be a topic that will be addressed with the collaborating partners of this project. The Center for Disabilities will submit a proposal to the collaborating partners that identifies the need for continued and new project activities to improve and sustain activities that are included in the development of the Statewide plan. In addition, the statewide plan will identify resources needed and organizational commitments for assuring needed activities are implemented. Additional future funding will be based on activities that are recommended by participants of the strategic planning meeting.

Match Budget Narrative**Salaries - \$4,311**

Staff	Annual Salary	Grant Salary	% Effort
Jana Richardson	\$93,446	\$2,336	2.5%

Jana Richardson, B.S., .025 FTE, 12 months: Ms. Richardson is the Assistant Director of Finance for Health Affairs at the University of South Dakota. She will be responsible for the fiscal management of the project which includes oversight of all financial activities related to the project. Her direct involvement includes maintaining current financial records and the responsibility of quarterly billings. Ms. Richardson also serves as the fiscal liaison for the Center with the University of South Dakota and monitors accounts payable policies and operating procedures to ensure compliance.

Benefits - \$619

Staff	Benefits	% of Salary
Jana Richardson	\$619	26.5%

Employer paid variable benefits rate is 13.906% of salary plus a fixed health benefit rate of \$11,782 per permanent employee above .5FTE.

Unrecovered Indirect - \$11,081

The University of South Dakota's federally negotiated indirect rate is 28% for Other Sponsored Activities, Off-Campus. The DD Council Indirect rate budgeted is 5% leaving a difference of 23% in unrecovered indirects being used toward the match requirement.

Total Match - \$14,036

ASSURANCES

1. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will not be used to supplant state or local funds, but will be used to increase the amounts of such funds that would be made available for other similar activities.
2. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will be used to complement and augment rather than duplicate or replace services for individuals with developmental disabilities and their families who are eligible for Federal assistance under other state programs.
3. The applicant assures that fund accounting, auditing, monitoring and such evaluation procedures as may be necessary to keep such records as the South Dakota Council on Developmental Disabilities shall prescribe will be provided to assure fiscal control, proper management, and efficient disbursement of funds received through the South Dakota Council on Developmental Disabilities.
4. A clear audit trail must be maintained for each source of funding. Receipts, expenditures and disbursements must be individually accounted for from each source of funds.
5. The applicant agrees to submit reports indicating activities undertaken, expenditures, match provided, program income and general progress of the project. Projects are required to submit a final report at the end of the grant funding period.
6. The applicant certifies that the program contained in its application meets all the requirements, that all the information is correct, that there has been appropriate coordination with affected agencies, and that the applicant will comply with all provisions of the South Dakota Council on Developmental Disabilities and all other applicable laws.
7. The applicant understands that although an effort will be made to continue the funding of projects of proven effectiveness or with a record of proven success, each project must stand on its own merit each year. No project will be guaranteed continued funding. NOTE: Projects/programs must re-apply annually for funding.
8. This agreement depends upon the continued availability of federal funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or

grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

9. The applicant also understands and agrees: 1) that funds received are to be expended only for the purpose and activities covered by the applicant's approved application and budget, and 2) that the grant may be terminated at any time by the South Dakota Council on Developmental Disabilities if the applicant fails to comply with the provisions of the South Dakota Council on Developmental Disabilities, legislation or any of the certified assurances listed above and in the grant agreement.

CERTIFICATION - I certify that I have read and reviewed the above assurances and will comply with all provisions of the South Dakota Council on Developmental Disabilities legislation and all other applicable federal and state laws.

DocuSigned by:
Daniel Engebretson
C307C681745C4F3

7/25/2023

Signature of Authorizing Official

Date

Dr. Dan Engebretson, VP Office of Research and Sponsored Programs
Typed Name and Title

414 E Clark Street, Vermillion, SD 57069
Address

605-658-3760

Telephone Number



UNIVERSITY OF
SOUTH DAKOTA

**Comprehensive Review and Assessment of
South Dakota Transition Services
for Youth with Disabilities**

PLAIN LANGUAGE VERSION

**Compiled and Submitted by
John R. Johnson, PhD
and
Kendra Gottsleben, B.A.**

Revised July 13, 2023

Center for Disabilities
1400 W 22nd Street
Sioux Falls, SD 57105
Center Phone: (605) 357-1439
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Introduction

This report is a plain language version of the Comprehensive Review and Assessment of South Dakota Transition Services report. This report was provided by the South Dakota Center for disabilities. This report was presented to Mrs. Arlene Poncelet, Executive Director of the South Dakota Council on Developmental Disabilities, May 9, 2023.

The report has four sections. Section I is about graduation, drop-out, transition services provided, how many students leaving school achieved employment, post-secondary education and independent living. It has information taken from Vocational Rehabilitation Reports. We also reported some results from National Core Indicator surveys. The review focused on work, choice and decision making, self-determination, community inclusion, participation and leisure and service coordination. Lastly, Section I has some information from the annual reports of the South Dakota Rehabilitation Council.

Section II includes a summary of interviews of state employees, teachers and administrators, vocational rehabilitation counselors, community service providers, parents/caregivers and adults with disabilities who graduated from high school.

Section III of this report provides a description of the transition programs available to youth with disabilities in South Dakota.

Section IV talks about the strengths and challenges faced by youth with disabilities and their families/caregivers when achieve successful post-school goals and outcomes such as employment, post-secondary education and independent living.

Section V includes recommendations for building on strengths and improving transition services.

This report provides a plain language summary of all five sections.

Section I

Section I shows that while students with disabilities are achieving good outcomes after leaving school there are some areas that are challenging. Below are some examples.

- On average 8 out of 10 of all students graduate on time while about 7 out of 10 students with disabilities graduate on time.
- About half of students who are Native American graduate on time and about 3 out of 4 African American students graduate on time.
- Students with disabilities and Native American students have the lowest high school completion rates.
- Very few students (average about 17%) enrolled in higher education one year after leaving school.
- About half are competitively employed one year after leaving school.

These statistics mean that students with disabilities in South Dakota are struggling to achieve competitive employment and enter a post-secondary education program after leaving school. There is limited information available about independent living.

Section II

Section II includes the results of interviews of parents/caregivers, students with disabilities, teachers, vocational rehabilitation counselors, community service providers, state agency employees and others. Below are some key findings based on what persons interviewed said.

Parents/Caregivers

Parents/Caregivers reported that...

- They were often confused and did not understand the transition process and often were not given information about the transition services their son/daughter received;
- Were not aware of the kinds of tests or the results of tests used to develop transition goals;
- Were not talked to about the transition goals and did not know about important transition paperwork like a summary of performance; and,
- Don't see a connection between transition goals and services and their child's Individual Education Plan (IEP) goals.
- Often don't know what transition services are offered.

Students

Students reported they...

- Were not involved in the making of an IEP or transition goals;
- Were asked to attend IEP meetings but did not talk during meetings and were not often asked what their goals might be, and often didn't know many of the people at their IEP meetings;
- Did not have a lot of opportunities for jobs in the community, travel training or being part of community activities like the YMCA;
- Had limited understanding of pre-employment training services available from vocational rehabilitation;
- Did not feel welcomed by colleges; and,
- Did not know what kind of help to ask for.

State Employees

State personnel reported...

- Students are not prepared for transition meetings;
- Transition meetings are based on what works for teachers rather than what works best for students;
- Transition test information is not being used to make transition goals;
- State resources and services such as the Department of Labor are not used;
- State agencies want to help, they want to connect, they want people to know about their service but knowing which agency and which service is the best is hard;
- Teachers are dedicated and want to do the best for transition planning but need support;
- Outside agencies are involved in transition planning but not to the same point that is needed for it to be best practice; and,
- They need to be better at explaining what they do, provide training, technical support and being present in schools.

Teachers

Teachers report that...

- They don't have all the resources they need to get their students in the community for jobs;
- Lack of public transportation makes it difficult to get students out in the community;
- Lack training when they are moved from teaching elementary students to teaching middle and high school students;
- Are not aware of key resources like Transition Services Liaison Project (TSLP); and,
- Lack the support needed to get more training on transition;

Persons working with Native American Youth and Young Adults

Native American youth and young adults are reported to experience significant challenges;

- Related to generational trauma that presents barriers to successful transition;
- Limited opportunities for employment, post-secondary education and independent living on reservations;
- Lack of opportunities for services that are culturally made and include cultural traditions; and,
- Ongoing challenges with delivery of transition services that support living and working in Native American communities.

Section III

Section III lists and describes the kinds of transition services, post-secondary programs, employment services and independent living services offered from agencies in South Dakota. This is not a complete listing.

Section III lists and explains transition services offered from the following agencies

- American Indian Vocational Rehabilitation Services (AIVRS)
- Transition Services Liaison Project
- SD Department of Education
- SD Department of Human Services Division of Rehabilitation Services
- SD Department of Human Services Developmental Disabilities
- SD Department of Labor and Regulation

Also listed are post-secondary programs including:

- Augie Access
- LifeQuest – Dakota Wesleyan University Post-Secondary Program
- Teachwell Strive at Southeast Technical College

Courses provided by universities that deal with transition are described. A list of community support providers who offer transition and adult services is included. Finally, a description of independent living services is provided.

In addition to the above, SD Parent Connection and Disability Rights South Dakota also provide advocacy and training on transition to persons with disabilities and their families/caregivers.

Section IV

Section IV identifies the key strengths and challenges that were identified by the report. The key strengths were the dedication of teachers, vocational rehabilitation counselors, community service providers and advocates. The Transition Services Liaison Project was frequently cited as

Comprehensive Review and Assessment of South Dakota Transition Services
for Youth with Disabilities - Plain Language Version

a major contributor to the successful transition of youth with disabilities in South Dakota. The ongoing collaboration and communication among state agency employees were also cited as a major strength.

South Dakota faces several challenges. They include:

- Outcome information is not used to help improve programs;
- Youth with intellectual and developmental disabilities may not be achieving successful transition outcomes due to low expectations and a focus on traditional adult day and sheltered work programs;
- There are very limited opportunities for employment and community-based opportunities in highly rural and Native American communities;
- Teacher trainings for transition may be limited;
- School administrators seem to take part less in making transition programs and making sure transition programs are used;
- Parents are often not as involved as they could be because they do not understand the transition process, it is not explained well and confusing paperwork;
- Students are not as actively involved in the transition planning process as they could be; and
- Understanding about what works well, service coordination and best practice is often limited.

Section V

Section V included recommendations based on the report which included:

1. Organizing a transition summit to develop a coordinated statewide plan for improving transition services;
2. Provide more financial support to teachers, professionals and parents to complete training;
3. Develop a transition training program that leads to a specialization or certificate;
4. Develop a virtual employment program for rural and tribal communities with limited employment and transportation resources;
5. Increase support for Native American youth and their families/caregivers
6. Increase support for taking part in Transition Services Liaison Project services;
7. Update the IEP and transition planning process; and,
8. Implement ongoing updating of agency rules and services options to improve coordination.

Appendix B

Letter of Support

July 12, 2023

Tania Kostal
42041 303rd St
Tyndall, SD 57066

Eric Kurtz, PhD, Executive Director
John R. Johnson, PhD, Project Director
Center for Disabilities
Health Science Center
1400 W. 22nd St.
Sioux Falls, SD 57105

Dear Drs. Kurtz and Johnson,

This letter is to express my support of your application for funding to the South Dakota Council on Developmental Disabilities entitled, *South Dakota Strategic Transition Planning Meeting*.

Per our conversation, I look forward to participating as a contributor to the strategic planning meeting as a parent of an adult with a disability who recently graduated from high school. I look forward to sharing our experiences and supporting opportunities to expand and improve transition services for youth with disabilities in South Dakota.

Sincerely,



Tania Kostal

NTACT COLLABORATIVE
